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ABSTRACT

Nineteen administrators at De Anza College (California), including members of the President's cabinet and division chairmen, were interviewed and surveyed in order to ascertain their professional development needs in the areas of management/administration functions, leadership, human resources management, and interpersonal relationships. Findings revealed that: (1) administrators would like an organized, on-going program of professional development that would include a variety of topics and training formats allowing for individual differences in experiences, skills, and interests; (2) administrators expressed uncertainty about what their management development needs really were since some were unclear about their role responsibilities while others indicated there was no system for evaluating their management performance; (3) administrators indicated a strong interest in developing their management skills through small group sessions, workshops, and opportunities such as internships that could be undertaken individually; and (4) the highest interest was in leadership and management/administration while the lowest interest was in human resources development. Several specific recommendations were made for the development of a systematic, flexible development program. Tabular data are included throughout the report. A bibliography is attached and the survey instrument is appended. (JDS)

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AN ASSESSMENT OF THE MANAGEMENT DEVELOPMENT NEEDS

of

De Anza College Administrators

A Research Project

by

Phyllis Wiedman

December 21, 1976

JC 770 161

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BACKGROUND AND PURPOSE

The California Community College has been rapidly changing in the past decade due to changes in the student clientele and the impacts of societal and legislative forces. The two-year college, according to Dr. James O. Hammons of the Center for the Study of Higher Education, Pennsylvania State University, must face the challenge of quickly and effectively adapting to these changes. The capacity to adapt "depends primarily on the ability of the faculty to change and on the ability of various administrators in the college to lead and to facilitate change." (Hammons, 1976)

The role of administrators has been changing, increasingly requiring skills of professional managers. In the business world, top managers generally come from a background of professional training at the masters degree level in business administration. Corporate managers are trained in the management functions of planning, organizing, directing and controlling, in goal setting, in evaluating standards of performance, in human resource management, and in the management of economic resources. The educational administrator, in contrast, has been trained to be an effective teacher.

Administrators in community colleges have frequently entered administration as a promotion because they have been effective teachers. They suddenly find themselves in the position of Division Chairperson

or Associate Dean with little or no preservice management training, and with limited, if any, provision for inservice training. They "fly by the seats of their pants into trials of daily experience, tutored by little more than intuition and prayer." (Petty, 1974) In addition to managing a department, they are faced with the concerns of collective bargaining, affirmative action, fiscal scarcity, and demands by the community and staff for more openness and overt accountability.

Dr. A. Robert DeHart (1976), President of De Anza College, states that only if the environment of a college is such that those working in it can develop their full potentials will a college be able to fulfill its potential, "and that can happen only if the range and depth of their competence are expanded." He says that this is true for all staff, but because of the crucial role administrators play in the establishment of the environment, it is especially true for them.

Although there have been some efforts by community colleges to provide inservice training for faculty, a search of the literature reveals that very little has been done for the professional development of administrators.

De Anza College, under the leadership of President DeHart, has offered occasional workshops designed to assist administrators in developing their management skills, but a systematic program has not

been developed. Before a comprehensive program for the professional development of administrators can be designed, an assessment of their needs must be made.

This researcher has undertaken a project to assess the needs of De Anza College administrators in the areas of management/administration functions, leadership, human resources management, and interpersonal relationships. For purposes of this study, the administrators are those who serve on the President's Cabinet.

DEFINITION OF TERMS

Administrators of the President's Cabinet: President, three Deans, six Associate Deans, nine Division Administrators.

College Administrators: The group made up of the President, three Deans, and six Associate Deans.

Division Administrators: The group of Division Chairmen.

Human Resources Management: Selection, maintenance, performance appraisal, and other matters related to personnel.

Interpersonal Relationships: Self-awareness and interactions with others.

Leadership: Personal style of effective management in the process of influencing the efforts of others towards goal achievement.

Management/Administration Functions: Planning, organizing, directing, controlling, and operational procedures.

Management Development: Professional development designed to increase the effectiveness of those persons whose function is to manage the college.

REVIEW OF THE LITERATURE

A search of the literature revealed that there is relatively little that has been done in the area of management development of community college administrators. Although there is an increasing recognition of the need, particularly at the middle management level, there were few reports of any programs in operation and virtually no research on the effectiveness of existing programs.

The Need for Management Development

Lahti (1970) discussed amateurism in the administration of higher education. He pointed out that top industry as well as education is in a managerial crisis in their need for skilled management personnel to deal with today's complex problems, but that industry is ahead of educators in an attempt to deal with the problem through extensive inservice development of potential management talent.

Collins (1971) suggested that management by objectives concepts as used in business and industry are very applicable to community college administration, but that in order for management by objectives to be successfully used there must be training in the use of the skills.

Connellan (1971) also suggested that management by objectives is an effective way of managing a community college because it provides the links required between various administrative and department levels.

Lahti (1971) spoke of the need to release the human potential in an organization through the use of management by objectives, participative management, and the development of a creative organizational climate.

Petty (1974) discussed the increased importance of management development due to tensions between faculty and administration, the demands of affirmative action, and the failure of conventional in-service programs to effect quality management training. He proposed a systematic, institution-wide program called Management Personnel Development with two basic objectives: developing "replacements" by preparing staff for higher levels of management, and preparing managers for greater responsibility by on-the-job experiences sponsored by top-level management.

Hammons (1976a) stated that both organizational and staff development are needed in community colleges to ensure that the structure and climate keep pace with individual development. Organizational development includes the development of faculty, non-teaching staff, and management personnel.

DeHart (1976) discussed two major concerns that have impact on the definition of management role and any management development program. The first concern is the assumption that the college is organized in a bureaucratic model which requires that the hierarchy of task and authority relations for achieving objectives is clearly understood, and he pointed out that the assumption has flaws. The second major concern deals with the ambiguities faced by college

administrators, ambiguities that make a college a problem to describe, understand and lead. DeHart suggested that what a college needs is professional administrators who can function within a context of ambiguity with the skills to operate in several organizational models rather than assuming the hierarchial model is always appropriate. He concluded that these concerns must be taken into consideration in designing a management development program.

Concerns Related to Middle Management

Recent literature has expressed concern over the division chairperson's function. Richardson (1967) found that there is virtually no information available on the role of department chairmen in two-year colleges. He discerned a trend toward a more powerful position for department chairmen. O'Grady (1971) studied the role of department chairmen in Missouri and Illinois and concluded that there is a scarcity of information about the role even though more responsibility is falling upon chairmen. He recommended that inservice training programs be established.

Lombardi (1972) reviewed the status of middle management, pointing out the duality of the chairperson's role of administrative responsibilities while retaining faculty status. He described some of the new models of organization being attempted to effect changes in the structure of middle management organization and concluded that administrators are unable to deviate very far from traditional structures and practices.

Several dissertations have focused upon the role and responsibilities of division chairpersons (Stull, 1974), (Phillips, 1974), (Seitz, 1973). Hutchins (1974) concluded that division chairmen do not have a common role definition and suffer role ambiguity.

Robertson (1974) studied the training needs of community college department and division heads in Ontario, Canada and concluded that a major coordinating effort would be needed to organize training on the scale needed. He found that there consistently appeared to be a rejection of "theory" as a perceived need in training, and concluded that any acceptable training program would initially have to focus upon techniques and issues that department and division administrators would perceive as practical and of immediate importance.

Hammons (1976b) did a national study of staff development needs of public community college department/division chairpersons. The major conclusions were the following:

> Preservice preparation and inservice education of chairpersons is at best nominal and in most cases nonexistent.
>
> Self-improvement through reading is minimal.
>
> There is a critical lack of managerial skills.
>
> There is a substantial need for training in personnel selection, evaluation, and training.
>
> There is a need for training in long-range planning and budget development and administration.

There is a lack of knowledge and skills needed to oversee curriculum development and to manage productive instructional innovation and change.

Leadership by Top Management

In addition to studies related to the functions of middle management, there have been studies concerned with the role of top management in community colleges. Upton (1969) studied how faculty and trustee groups perceive the role of junior college presidents. The implications of his findings reinforced what he deemed to be an urgency for leadership training of community college administrators.

McCarty (1974) looked at role functions of community college presidents, and Wollam (1974) studied management styles. Paul (1974) found that there is role conflict among role perceptions of Chief Administrative and Chief Instructional officers in community colleges, especially in large colleges. He concluded that there is a need to delineate areas of major responsibility.

Management Training Programs

Auburn University (1970) reported on a leadership development program for junior college staff that included two-day inservice conferences during the year for administrative teams of several colleges. As a result of the experience of this program the report suggested that leadership development programs maximize the team approach in solving simulated problems, and that the consortium approach can be successful.

Lahti (1970) described a program in administrative development at Harper College, Palatine, Illinois. The program sent administrators to seminars at various university schools of business to learn management skills including management by objectives and effective decision making.

Bender (1971) described a Summer Management Institute put on by the Kellogg Foundation, Florida State University, and the University of Florida for administrative teams from twenty public and independent junior colleges. The institute stressed management concepts and skills. An evaluation five months later concluded that participants did attempt to apply procedures and practices in their own situation, and that there is value in having teams of administrators participate in workshops.

The Battelle Center for Improved Education (McFadden, 1975) published the USHER Redesign Model that was developed in conjunction with the League for Innovation in the Community College. Because past approaches to educational management are not meeting today's tasks, the model was designed in order that colleges can transform the existing management approach into one that is more effective. Based upon a humanistic management philosophy, the model attempts to combine the scientific and technical with the humanistic dimensions of education through a process of participative management.

PROCEDURES

The researcher discussed the proposed project with the President, Dean of Instruction, and Staff Development Specialist and received their approval to proceed. This was followed by a meeting with the President's Cabinet at which the researcher presented the project, explained what the involvement of administrators would be, and asked for their cooperation.

Half-hour interviews were held with each of the administrators in their offices during a four-week period in October and November, 1976. The researcher asked each administrator the following four open-ended questions:

1. What do you believe are the greatest needs for management development at De Anza College?
2. What do you think are the best methods to use for management training -- summer workshops, workshops throughout the year, on or off campus, other?
3. Would you prefer training with other De Anza administrators or would you prefer a consortium type of program with administrators from other community colleges?
4. What would you like to see happening in management development here at De Anza that is currently not happening?

At the end of the interview each administrator was asked to anonymously complete the Management Development Assessment Inventory and to turn it in at the Public Information Office. All but one administrator turned in the inventory. In order that any differences between College Administrators and Division Administrators could be observed, inventories for the two groups were different colors.

FINDINGS

There were nineteen administrators in the sample, this being the total number of administrators who served on the President's Cabinet. The total group was divided into two for purposes of this study. Division Administrators (Division Chairmen) comprised one group of which there were nine. College Administrators (President, Deans, Associate Deans) comprised the other group of which there were ten.

All nineteen administrators participated in the interview portion of the study. All ten College Administrators and eight of the nine Division Administrators completed the objective survey. However, one of the Division Administrator's inventory was considered invalid as he responded to only two items and made comments on the survey to the effect that those in administrative positions already know these things, and if they do not they should learn them on their own.

The findings were therefore based upon a one hundred per cent response from interviews, and an eighty-nine per cent response from the objective survey.

TABLE 1

SUMMARY OF RESPONSES FOR ALL ADMINISTRATORS

	Important for Other College Administrators:					Interested in Attending a Workshop:			
	All Administrators	Division Administrators	President, Deans, Associate Deans	Not Important	Item Omitted	Strong Interest	Moderate Interest	No Interest	Item Omitted
1. Familiarization with various management styles.	14	0	0	2	1	3	9	4	1
2. Alternative methods of decision making.	14	1	1	1	0	5	10	2	0
3. Budget development, administration, control and analysis.	11	3	2	0	1	8	6	3	0
4. Long range planning within administrative divisions.	12	4	0	0	1	9	7	1	0
5. Planning for alternative futures for the community college based upon possible economic and societal situations.	10	0	5	2	0	9	3	5	0
6. Application of management by objectives.	12	2	2	1	0	2	7	7	1

TABLE 1

SUMMARY OF RESPONSES FOR ALL ADMINISTRATORS

	Important for Other College Administrators:					Interested in Attending a Workshop:			
	All Administrators	Division Administrators	President, Deans, Associate Deans	Not Important	Item Omitted	Strong Interest	Moderate Interest	No Interest	Item Omitted
7. How to more effectively involve the staff in decision making.	12	1	4	0	0	8	7	2	0
8. How to more effectively involve students in decision making.	7	2	1	6	1	2	7	8	0
9. How to more effectively involve the community in decision making.	8	3	4	2	0	2	11	4	0
10. Facilitating intra-group communication.	13	0	1	3	0	5	6	5	1
11. Legal issues related to community colleges such as collective bargaining, affirmative action, employee termination.	14	1	1	0	1	8	8	1	0

TABLE 1

SUMMARY OF RESPONSES FOR ALL ADMINISTRATORS

	Important for Other College Administrators:					Interested in Attending a Workshop:			
	All Administrators	Division Administrators	President, Deans, Associate Deans	Not Important	Item Omitted	Strong Interest	Moderate Interest	No Interest	Item Omitted
12. Advising staff members who are having personal problems.	9	2	1	4	1	2	1	8	0
13. Utilization of research and the computer in management.	11	0	3	3	0	4	9	4	0
14. The philosophy and purposes of the community college.	10	2	3	2	0	2	5	10	0
15. How to locate and write grant proposals.	9	4	2	1	1	2	7	8	0
16. Methods of remaining current with community college developments.	14	0	2	1	0	8	7	2	0
17. Effectively implementing change.	15	0	2	0	0	11	3	3	0
18. Identification and anticipation of community needs.	14	0	2	1	0	11	3	3	0

TABLE 1

SUMMARY OF RESPONSES FOR ALL ADMINISTRATORS

	Important for Other College Administrators:					Interested in Attending a Workshop:			
	All Administrators	Division Administrators	President, Deans, Associate Deans	Not Important	Item Omitted	Strong Interest	Moderate Interest	No Interest	Item Omitted
19. Clarification of the mission and goals of the college.	14	0	0	3	0	3	9	5	0
20. Clarification of the mission and goals of administrative divisions.	10	3	1	1	1	4	6	7	0
21. Leadership in curriculum development.	6	10	0	1	0	7	4	6	0
22. Leadership in instructional development.	9	6	1	1	0	8	3	6	0
23. Leadership in student services development.	4	1	8	3	1	3	3	11	0
24. Developing a climate for motivating staff.	16	0	0	1	0	12	4	1	0
25. How to deal with an administrator who does not follow through.	9	0	5	3	0	7	4	6	0

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TABLE 1

SUMMARY OF RESPONSES FOR ALL ADMINISTRATORS

	Important for Other College Administrators:					Interested in Attending a Workshop:			
	All Administrators	Division Administrators	President, Deans, Associate Deans	Not Important	Item Omitted	Strong Interest	Moderate Interest	No Interest	Item Omitted
26. Political strategies for working with local, state and federal agencies.	3	1	12	1	0	2	7	8	0
27. Developing creative abilities in self and others.	14	1	0	2	0	9	2	6	0
28. Personnel interviewing and selection.	13	2	0	2	0	3	9	5	0
29. Supervision of full-time faculty.	8	8	0	0	1	5	8	4	0
30. Supervision of part-time faculty.	6	10	0	0	1	4	8	5	0
31. Supervision of non-faculty staff.	9	4	1	2	1	2	10	5	0
32. Establishment of a professional development program for teaching and non-teaching staff.	9	0	6	1	1	5	9	3	0

TABLE 1

SUMMARY OF RESPONSES FOR ALL ADMINISTRATORS

	Important for Other College Administrators:					Interested in Attending a Workshop:			
	All Administrators	Division Administrators	President, Deans, Associate Deans	Not Important	Item Omitted	Strong Interest	Moderate Interest	No Interest	Item Omitted
33. Development of potential administrative talent within the organization.	9	1	6	1	0	8	4	5	0
34. More effectively communicating with staff.	15	0	1	0	1	8	6	3	0
35. More effectively communicating with students.	11	3	0	2	1	4	6	6	1
36. More effectively communicating with community members.	12	0	3	1	1	3	8	5	1
37. Methods of resolving conflicts between staff members, departments, or other conflicting individuals or groups.	13	2	1	0	1	8	4	4	1
38. How to give constructive criticism and meaningful feedback.	14	1	0	0	2	9	5	3	0

TABLE 1

SUMMARY OF RESPONSES FOR ALL ADMINISTRATORS

	Important for Other College Administrators:					Interested in Attending a Workshop:			
	All Administrators	Division Administrators	President, Deans, Associate Deans	Not Important	Item Omitted	Strong Interest	Moderate Interest	No Interest	Item Omitted
39. Values clarification for self and awareness of differing values of others.	14	0	1	1	1	6	8	3	0
40. Facilitating meetings for greater effectiveness and brevity.	14	0	2	1	0	8	6	3	0
41. Small group problem-solving methods.	12	0	1	2	2	3	6	8	0

Objective Survey

Table I provides a summary of the responses by all administrators. Refer to Appendix II for a complete tabulation of responses.

1) One process for determining what items on the objective survey had highest priority was to look at the extent of "strong" and "moderate" interest in workshops and the numbers considering it important for all other administrators. A three-step process was used:

   a. All items were listed for which there were ten or more checks for "strong" and "moderate" interest in workshops.

   b. All items from this list for which the number was greater for "moderate" than for "strong" were eliminated.

   c. All remaining items were checked on the "other administrator" side of the survey, and any with fewer than ten in the "all administrators" category were eliminated.

   Using this process, the following items were found to have high priority:

   3. Budget development, administration, control and analysis.

   4. Long-range planning within administrative divisions.

   5. Planning for alternative futures for the community college based upon possible economic and societal situations.

   7. How to more effectively involve the staff in decision making.

11. Legal issues related to community colleges such as collective bargaining, affirmative action, employee termination.

16. Methods of remaining current with community college developments.

17. Effectively implementing change.

18. Identification and anticipation of community needs.

14. Developing a climate for motivating staff.

27. Developing creative abilities in self and others.

34. More effectively communicating with staff.

37. Methods of resolving conflicts between staff members, departments, or other conflicting individuals or groups.

38. How to give constructive criticism and meaningful feedback.

40. Facilitating meetings for greater effectiveness and brevity.

2) A second process for determining high priority items was to look at each administrative group and select the items to which 55% or more indicated a "strong" interest.

a. 55% (4 of 7) or more Division Administrators expressed a "strong" interest in:

11. Legal issues related to community colleges such as collective bargaining, affirmative action, employee termination.

17. Effectively implementing change.

18. Identification and anticipation of community needs.

24. Developing a climate for motivating staff.

27. Developing creative abilities in self and others.

29. Supervision of full-time faculty.

b. 55% (6 of 10) or more College Administrators expressed a "strong" interest in:

4. Long-range planning within administrative divisions.

5. Planning for alternative futures for the community college based upon possible economic and societal situations.

16. Methods of remaining current with community college developments.

17. Effectively implementing change.

18. Identification and anticipation of community needs.

22. Leadership in instructional development.

24. Developing a climate for motivating staff.

34. More effectively communicating with staff.

38. How to give constructive criticism and meaningful feedback.

40. Facilitating meetings for greater effectiveness and brevity.

3) A third process for determining high priority items was to look at those items having the highest numbers of "strong" interest and the highest numbers of "strong" and "moderate" interest with regards to workshops.

a. The items with the highest frequency of "strong" interest in a workshop were:

24.	Developing a climate for motivating staff.	12 of 17 respondents (71%)
17.	Effectively implementing change.	11 of 17 respondents (65%)
18.	Identification and anticipation of community needs.	11 of 17 respondents (65%)

b. The items with the highest frequency of combined "strong" and "moderate" interest in a workshop were the following, each of which received 15 of 17 (88%) or more responses:

2. Alternative methods of decision making.

4. Long-range planning within administrative divisions.

7. How to more effectively involve the staff in decision making.

11. Legal issues related to community colleges such as collective bargaining, affirmative action, employee termination.

16. Methods of remaining current with community college developments.

24. Developing a climate for motivating staff.

4) In the process of considering priorities for management development, those items of low priority were also considered.

a. There was no item that a majority of either group indicated would be "not important" for a management development program for all other administrators.

b. 55% (4 of 7) or more Division Administrators indicated "no interest" in attending a workshop related to:

23. Leadership in student services development.

26. Political strategies for working with local, state, and federal agencies.

c. 55% (6 of 10) or more College Administrators indicated "no interest" in attending a workshop related to:

8. How to more effectively involve students in decision making.

14. The philosophy and purposes of the community college.

15. How to locate and write grant proposals.

5) The survey included items in each of the areas assessed: management/administration, leadership, human resources management, interpersonal relationships. While there may be some disagreement as to which items fall into what area, the researcher divided the items according to the definitions stated in the Definition of Terms section of this report. Refer to Appendix III for a listing of the items divided into the four areas.

   a. Table 2 shows that of the items of highest interest in Finding #1, management/administration and leadership had the highest per cent of responses.

   b. Table 3 shows that of the items of highest interest in Finding #2, both Division Administrators and College Administrators had the highest per cent of items in the area of leadership.

6) A comparison of the data regarding the importance of items for all other administrators and interest in attending a workshop in the item themselves indicated some inconsistencies.

   a. 100% of Division Administrators indicated it is important for "all administrators" to include "alternative methods of decision making" in a management development program, but all indicated only a "moderate" interest in attending a workshop themselves.

   b. 100% of College Administrators indicated it is important for "all administrators" to include "more effectively communicating with staff" in a management development program, but

TABLE 2

ITEMS OF HIGH INTEREST TO ALL ADMINISTRATORS
FROM FINDING #1, CATEGORIZED
BY AREA

Area	Number of Items	Per Cent of Fourteen Items
Management/Administration	6	42.86
Leadership	5	35.71
Human Resources Management	3	21.42
Interpersonal Relationships	0	0
Total	14	100.00%

TABLE 3

ITEMS OF HIGH INTEREST TO DIVISION ADMINISTRATORS
AND COLLEGE ADMINISTRATORS FROM
FINDING #2, CATEGORIZED
BY AREA

Area	Division Administrators Number of Items	Per Cent of Six Items
Management/Administration	1	16.67
Leadership	4	66.67
Human Resources Management	1	16.67
Interpersonal Relationships	0	0
Total	6	100.00%

Area	College Administrators Number of Items	Per Cent of Ten Items
Management/Administration	3	30.00
Leadership	5	50.00
Human Resources Management	0	0
Interpersonal Relationships	2	20.00
Total	10	100.00%

only 60% had a "strong" interest in attending a workshop themselves.

c. 76% (13 of 17) or more administrators indicated the following as important for "all administrators" while only 35% (6 of 17) or less indicated a "strong" interest in the items for themselves:

1. Familiarization with various management styles.
2. Alternative methods of decision making.
10. Facilitating intra-group communication.
19. Clarification of the mission and goals of the college.
28. Personnel interviewing and selection.
39. Values clarification for self and awareness of differing values of others.

7) The data regarding what is important for other college administrators indicated that respondents felt that some items are more appropriate for a professional development program for Division Administrators and some items for a program for College Administrators; however, this did not always correspond to the interest of De Anza administrators for themselves, as is indicated in Table 4.

TABLE 4

APPROPRIATENESS OF MANAGEMENT DEVELOPMENT ITEMS FOR DIVISION AND COLLEGE ADMINISTRATORS

	For Other Administrators			For Themselves	
	Per Cent of Seventeen Administrators Indicating It Should be Included in a Management Development Program for:			Per Cent of Seven Division Administrators Expressing a "Strong" or "Moderate" Interest:	Per Cent of Ten College Administrators Expressing a "Strong" or "Moderate" Interest:
	All Administrators	Division Administrators Only	College Administrators Only		
More Appropriate for Division Administrators:					
21. Leadership in curriculum development.	35.29	58.82	0	57.14	70.00
30. Supervision of part-time faculty.	35.29	58.82	0	57.14	80.00
29. Supervision of full-time faculty.	47.06	47.06	0	85.71	70.00
More Appropriate for College Administrators:					
26. Political strategies for working with local, state, and federal agencies.	17.65	5.88	70.59	42.86	60.00
23. Leadership in student services development.	23.53	5.88	47.06	14.29	50.00

INTERVIEW DATA

Since the interview questions were open-ended (with the exception of the question regarding interest in a consortium approach), responses were varied. The researcher recorded all responses and subsequently tabulated them by categories. Only the most frequent responses for each category are reported in the findings.

1) In the interviews both groups of administrators expressed needs for training in the four areas assessed. However, the areas most frequently mentioned were management/administration and interpersonal relationships. The comments most frequently mentioned by category are listed below:

	Number of respondents stating
Management/Administration Functions	
Knowledge is needed regarding current legislation, especially collective bargaining.	8
We need a definition of the role and function of various administrative positions, especially that of the Division Administrator.	6
There is a need for skill-building in the "nuts and bolts" of administrative operation, including how to work with a secretary, audit procedures, budget, finances, class scheduling.	6
We need more knowledge in order to understand, plan, and work with the budget.	5
We need skills and methods to establish a participative management climate.	4
There is a need to learn to delegate responsibility and really carry it out.	4
We need to understand what is management and what is leadership.	3

	Number of respondents stating
Interpersonal Relationships	
There is a need to develop and sharpen interpersonal skills such as communicating, resolving conflicts, understanding differing values.	8
There is a rift between administration and staff; there is a need to build trust.	5
Administrators need to get to know each other at the personal level.	5
There is a need for team building, especially among the top administrators.	5
Human Resources Management	
There is a need for evaluation of administrators by others, both by supervisors and by subordinates.	7
Leadership	
We need to develop a shared mission or direction for the college.	3
We need skills and methods for developing a climate that will motivate others to be more effective.	2

2) In response to the question regarding what training format they would prefer, respondents most frequently stated:

	Number of respondents stating
Case study approach, dealing with real problems.	10
Small groups.	8
Short workshops: two hours, half day, one day.	6

	Number of respondents stating
Variety of topics, not geared always to the lowest denominator of experience or training.	6
Two to three days concentrated with follow-up throughout the year.	6
An organized, on-going program, not just "one shot".	6
Planned informal social activities.	5
Not the first week of Fall Quarter (or only a small part of it).	5
Experts or outside consultants for the specific purpose of inspiring, presenting options -- but must be in tune with our group.	5
Use facilitators, not "experts", or use internal strengths.	5
Individualized program of reading, skill development, or mediated instruction, perhaps followed up with a small group discussion or consultation with a "tutor".	4
Groupings by interest or administrative level.	4
Involvement of participants in the experience.	4
Allow unstructured discussion time.	3
Workshop planning must include those involved.	3
Internship-type approach where an administrator works with one who is more experienced.	3
Released time or pay for time when training in periods when would normally have vacation.	3

3) Several mentioned a preference for either on-campus or off-campus workshops, but most seemed to be more concerned that there be a variety of arrangements dependent upon the type and purpose of the training. Two suggested a released time type of arrangement that would allow for administrators to experience an intern-type of experience at another college or another position within the college, and another suggested using universities for a more in-depth type of management training.

4) In response to the question regarding training through a consortium, respondents most frequently stated:

	Number of respondents stating
Like the idea of a consortium at least occasionally and for certain topics.	14
Prefer to have most of the training occur with others from De Anza.	5
Prefer the consortium to be heterogeneous, administrators of all levels.	4
Prefer the consortium to be homogeneous, same level administrators.	2
Would like a consortium with Foothill.	2

5) Suggestions were made with reference to training for new administrators:

Statewide training institute for intensive training prior to beginning responsibilities.

Interning with an administrator prior to taking over an administrative position.

In the first year as an administrator training is needed in things such as budget, planning class schedules, relationship of growth to a.d.a.

6) Most items suggested with any frequency were made by both groups of administrators. A few items occurred more frequently with one of the groups.

Greater Frequency Among Division Administrators

A Pajaro-type experience, as two years ago, with an informal evening was suggested by six Division Administrators but was not specifically mentioned by College Administrators.

Informal social activities such as dinners or lunches were mentioned as an important component of a management development program by four Division Administrators and one College Administrator.

Four Division Administrators and one College Administrator expressed a concern about the use of "experts" and suggested using internal strengths or facilitator-type consultants.

Three Division Administrators mentioned the need to allow for unstructured discussion time during workshops.

Greater Frequency Among College Administrators

Six College Administrators and two Division Administrators stressed the need for building communication skills.

Five College Administrators and one Division Administrator expressed a concern that there be a variety of opportunities for training, as not all administrators need development in the same areas because of differing backgrounds and experience.

CONCLUSIONS

1) Administrators would like an organized, on-going program of professional development that would include a variety of topics and training formats, and that could allow for individual differences in previous experience, skills, and interests.

2) Administrators expressed uncertainty about what their management development needs really are, for some are unclear about their role responsibilities and others indicated that there is not a system for evaluating their management performance.

3) Respondents indicated a strong interest in developing their skills, techniques, or knowledge by attending workshops related to a number of specific items. Some topics were of greater interest to Division Administrators and some to College Administrators.

4) Those items that respondents marked as important for the development of other administrators were in some cases not the items for which they had a strong interest.

5) Data from the objective survey indicated that while all four areas assessed (management/administration, leadership, human resources management, interpersonal relationships) were seen as important for a management development program, the highest interest for workshop topics was in leadership and management/administration and the lowest in human resources management.

During the interviews, to the contrary, leadership was least frequently mentioned, and management/administration and interpersonal relationships were most frequently mentioned.

6) Administrators stated a preference for small group sessions dealing with real work world problems. Although wary of certain "experts" who are not in tune with the real world of the college administrator, respondents did feel it would be useful to have consultants or facilitators from outside the organization as well as utilizing internal talents.

7) Administrators indicated an interest in management development opportunities that could be undertaken individually through the use of media, tutoring, internships, or training at other institutions.

8) There was a concern expressed regarding the need for better interpersonal communication among administrators, and the need for team building particularly for top management. Respondents stated a desire for a program that would encourage informal, unstructured interaction among administrators at a personal level.

9) Respondents would generally prefer that their training take place with other De Anza administrators, but an occasional workshop with Foothill or other college administrators would be desirable.

10) Respondents indicated that newly appointed administrators need more intensive training prior to and as they start a new assignment.

RECOMMENDATIONS

A systematic, pro-active program for the professional growth of De Anza Administrators should be developed. The program should have the flexibility for both individual and group plans and should be administered by the Staff Development Specialist. The design of the program should consider the following recommendations:

1) The role responsibilities of administrators, especially those of Division Administrators which are at present ambiguous, must be defined in order that needed management skills can be identified and developed.

2) Each administrator should establish a professional development plan in consultation with a supervisor and the Staff Development Specialist. To assist the administrator in analyzing his or her strengths, as well as areas in need of development, a system of evaluation must be designed that will include input from those of higher administrative level as well as from peers and/or subordinates.

3) The program should include opportunities for individualized learning through reading, media modules, and/or periodic meetings with a consultant regarding the use of management skills in the problems that are actually being worked on by the administrator. Opportunities should also be available for training at other institutions, such as internships at other community colleges or attendance at university or management institutes or classes.

4) The program should allow for participants to become involved, focusing upon problems that are part of the administrator's real work world.

5) Since respondents were concerned about interpersonal relationships, but had a preference for workshops that focus upon leadership and management/administration skills, interpersonal skills should be developed in the process of training in other skill areas. Facilitators should be used to assist in interpersonal skill development which would include communication, problem solving, conflict resolution, and team building.

6) The program should include one or two two-day workshops each year, addressed to topics of high priority for the total group. These workshops should include unstructured time in which more informal, personal interaction can occur. A follow-up session should be scheduled about a month after a two-day workshop.

7) The program should include a series of workshops from which each administrator could select those which contribute to their own professional development plans. For example, some might wish to focus upon training that would help them better use the talents of others; some might wish to focus upon more of the "nuts and bolts" type skills.

8) The following is a prioritized list of workshop topics, derived from data provided by both the objective survey and the interviews. Workshops should reflect this priority of interest on the part of the respondents.

1. Developing a climate for motivating staff.
2. Effectively implementing change.
3. Identification and anticipation of community needs.
4. Legal issues related to community colleges, such as collective bargaining, affirmative action, employee termination.
5. Long-range planning within administrative divisions.
6. Methods of remaining current with community college developments.
7. How to give constructive criticism and meaningful feedback.
8. How to more effectively involve the staff in decision making.
9. Facilitating meetings for greater effectiveness and brevity.
10. More effectively communicating with staff.
11. Budget development, administration, control and analysis.
12. Methods of resolving conflicts between staff members, departments, or other conflicting individuals or groups.
13. Alternative methods of decision making.
14. Developing creative abilities in self and others.
15. Supervision of full-time faculty.
16. Planning for alternative futures for the community college based upon possible economic and societal situations.
17. Leadership in instructional development.
18. "Nuts and bolts" of operation such as how to work with a secretary, audit procedures and class scheduling.

9) Most workshops should be about four hours in length, scheduled at less pressured times of the day and year, and limited in size to about twelve participants.

10) Participants should be included in workshop planning to ensure relevancy of topics, appropriateness of consultants, and suitability of arrangements.

11) The program should include an occasional workshop session for those of the same administrative level. A workshop regarding legal issues or supervision of faculty would be appropriate for Division Administrators, for example, and a workshop on alternative futures planning or methods of remaining current with community college developments would be appropriate for College Administrators.

12) The program should provide an opportunity for occasional informal small group social gatherings, perhaps over a meal or refreshments, focusing upon something the group has read or an idea someone wishes to develop, but with relatively little structure.

13) Consultants and facilitators should be selected for their skills from internal as well as external sources. For some purposes an inspirational "expert" would be appropriate to expose participants to a different way of thinking or to new ideas. For other activities a facilitator skilled in group process would be more appropriate to assist the group in problem solving and interpersonal skill development.

14) Special consideration should be given to the management skill needs of new administrators.

1. A program for pre-assignment training should be developed either through an intensive session at an institute or by an internship assignment with another administrator prior to beginning the new assignment.
2. Additional support should be provided during the first year of an administrator's tenure through regular meetings with a consultant who could assist with the process of carrying out management tasks, or through regular meetings with an experienced peer "tutor" who could serve as a resource person.

15) The program should include an occasional workshop held jointly with administrators of other colleges in topics of common concern.

16) Since some items were considered by most respondents to be important for the management development of others, but did not have high interest for themselves, further investigation as to why this occurred should be undertaken. Perhaps these skills have already been sufficiently developed, or perhaps a workshop is not an appealing method for training in these skills. Further investigation could help in planning future activities for management development at De Anza as new administrators join the staff, or provide information useful to other colleges setting up management development programs.

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APPENDIX I

INSTRUCTIONS TO ADMINISTRATORS FOR COMPLETING THE OBJECTIVE SURVEY

and

The Instrument Used The MANAGEMENT DEVELOPMENT ASSESSMENT INVENTORY

APPENDIX I

To: De Anza College Administrators October 1976
From: Phyllis Wiedman

Attached is the inventory for assessing management development needs at De Anza College. Please note that there is a scale on the left hand side of the page as well as on the right. For each item please check one box on the left as well as one box on the right.

When you have completed the inventory, do not sign it. Put it in the enclosed envelope and give it to Toni Amentini, Public Information Office Secretary, who will collect the inventories and send them to me as a group.

Please fill out the bottom half of this page and put it in my box so that I will know that you have completed the inventory. If you have any comments on the instrument, or suggestions for additions or deletions, please write them on the back of the inventory or send me a note.

Thank you for your cooperation.

- -

To: Phyllis Wiedman

I have completed the Management Development Needs Assessment Inventory and sent it to Toni Amentini.

_____
Name

APPENDIX I

MANAGEMENT DEVELOPMENT ASSESSMENT INVENTORY

I would recommend that this item be included in a management development program for other college administrators.					I would be interested in attending a workshop related to this item.		
All Administrators	Division Administrators only	President, Deans, Associate Deans only	Not important for management development	SKILLS, TECHNIQUES, OR KNOWLEDGE NEEDED IN:	Strong interest	Moderate interest	No interest
				1. Familiarization with various management styles			
				2. Alternative methods of decision making			
				3. Budget development, administration, control and analysis			
				4. Long range planning within administrative divisions			
				5. Planning for alternative futures for the community college based upon possible economic and societal situations			
				6. Application of management by objectives			
				7. How to more effectively involve the staff in decision making			
				8. How to more effectively involve students in decision making			
				9. How to more effectively involve the community in decision making			
				10. Facilitating intra-group communication			

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All Administrators	Division Administrators only	President, Deans, Associate Deans only	Not important for management development		Strong interest	Moderate interest	No interest
●				11. Legal issues related to community colleges such as collective bargaining, affirmative action, employee termination			
				12. Advising staff members who are having personal problems			
				13. Utilization of research and the computer in management			
				14. The philosophy and purposes of the community college			
				15. How to locate and write grant proposals			
				16. Methods of remaining current with community college developments			
				17. Effectively implementing change			
				18. Identification and anticipation of community needs			
				19. Clarification of the mission and goals of the college			
				20. Clarification of the mission and goals of administrative divisions			
●				21. Leadership in curriculum development			
				22. Leadership in instructional development			
				23. Leadership in student services development			
				24. Developing a climate for motivating staff			
				25. How to deal with an administrator who does not follow through			
				26. Political strategies for working with local, state, and federal agencies			

APPENDIX I

All Administrators	Division Administrators only	President, Deans, Associate Deans only	Not important for management development		Strong interest	Moderate interest	No interest
				27. Developing creative abilities in self and others			
				28. Personnel interviewing and selection			
				29. Supervision of full-time faculty			
				30. Supervision of part-time faculty			
				31. Supervision of non-faculty staff			
				32. Establishment of a professional development program for teaching and non-teaching staff			
				33. Development of potential administrative talent within the organization			
				34. More effectively communicating with staff			
				35. More effectively communicating with students			
				36. More effectively communicating with community members			
				37. Methods of resolving conflicts between staff members, departments, or other conflicting individuals or groups			
				38. How to give constructive criticism and meaningful feedback			
				39. Values clarification for self and awareness of differing values of others			
				40. Facilitating meetings for greater effectiveness and brevity			
				41. Small group problem-solving methods			

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APPENDIX II

SUMMARY OF RESPONSES

To The

MANAGEMENT DEVELOPMENT

ASSESSMENT INVENTORY

APPENDIX II

SUMMARY OF RESPONSES

	Important for Other College Administrators:					Interested in Attending A Workshop:			
	All Administrators	Division Administrators	President, Deans, Associate Deans	Not Important	Item Omitted	Strong Interest	Moderate Interest	No Interest	Item Omitted
1. Familiarization with various management styles.									
College administrators	8	0	0	1	1	3	4	2	1
Division administrators	6	0	0	1	0	0	5	2	0
All administrators	14	0	0	2	1	3	9	4	1
2. Alternative methods of decision making.									
College Administrators	7	1	1	1	0	5	3	2	0
Division administrators	7	0	0	0	0	0	7	0	0
All administrators	14	1	1	1	0	5	10	2	0
3. Budget development, administration, control and analysis.									
College administrators	6	2	1	0	1	5	3	2	0
Division administrators	5	1	1	0	0	3	3	1	0
All administrators	11	3	2	0	1	8	6	3	0

APPENDIX II

SUMMARY OF RESPONSES

	Important for Other College Administrators:					Interested in Attending a Workshop:			
4. Long range planning within administrative divisions.	All Administrators	Division Administrators	President, Deans, Associate Deans	Not Important	Item Omitted	Strong Interest	Moderate Interest	No Interest	Item Omitted
College administrators	8	2	0	0	0	7	3	0	0
Division administrators	4	2	0	0	1	2	4	1	0
All administrators	12	4	0	0	1	9	7	1	0
5. Planning for alternative futures for the community college based upon possible economic and societal situations.									
College administrators	5	0	4	1	0	6	2	2	0
Division administrators	5	0	1	1	0	3	1	3	0
All administrators	10	0	5	2	0	9	3	5	0
6. Application of management by objectives.									
College administrators	7	2	1	0	0	2	3	4	1
Division administrators	5	0	1	1	0	0	4	3	0
All administrators	12	2	2	1	0	2	7	7	1

APPENDIX II

SUMMARY OF RESPONSES

	Important for Other College Administrators:					Interested in Attending a Workshop:			
	All administrators	Division Administrators	President, Deans, Associate Deans	Not Important	Item Omitted	Strong Interest	Moderate Interest	No Interest	Item Omitted
7. How to more effectively involve the staff in decision making.									
College administrators	6	1	3	0	0	5	4	1	0
Division administrators	6	0	1	0	0	3	3	1	0
All administrators	12	1	4	0	0	8	7	2	0
8. How to more effectively involve students in decision making.									
College administrators	3	1	1	4	1	1	3	6	0
Division administrators	4	1	0	2	0	1	4	2	0
All administrators	7	2	1	6	1	2	7	8	0
9. How to more effectively involve the community in decision making.									
College administrators	3	2	3	2	0	1	6	3	0
Division administrators	5	1	1	0	0	1	5	1	0
All administrators	8	3	4	2	0	2	11	4	0

APPENDIX II

SUMMARY OF RESPONSES

10. Facilitating intra-group communication.

	Important for Other College Administrators: All administrators	Division Administrators	President, Deans, Associate Deans	Not Important	Item Omitted	Interested in Attending a Workshop: Strong Interest	Moderate Interest	No Interest	Item Omitted
College administrators	8	0	0	2	0	5	2	3	0
Division administrators	5	0	1	1	0	0	4	2	1
All administrators	13	0	1	3	0	5	6	5	1

11. Legal issues related to community colleges such as collective bargaining, affirmative action, employee termination.

College administrators	8	1	1	0	0	4	5	1	0
Division administrators	6	0	0	0	1	4	3	0	0
All administrators	14	1	1	0	1	8	8	1	0

12. Advising staff members who are having personal problems.

College administrators	6	0	1	3	0	1	4	5	0
Division administrators	3	2	0	1	1	1	3	3	0
All administrators	9	2	1	4	1	2	7	8	0

APPENDIX II

SUMMARY OF RESPONSES

	Important for Other College Administrators:					Interested in Attending a Workshop:			
	All administrators	Division Administrators	President, Deans, Associate Deans	Not Important	Item Omitted	Strong Interest	Moderate Interest	No Interest	Item Omitted
13. Utilization of research and the computer in management.									
College administrators	7	0	1	2	0	3	6	1	0
Division administrators	4	0	2	1	0	1	3	3	0
All administrators	11	0	3	3	0	4	9	4	0
14. The philosophy and purposes of the community college.									
College administrators	4	2	2	2	0	1	2	7	0
Division administrators	6	0	1	0	0	1	3	3	0
All administrators	10	2	3	2	0	2	5	10	0
15. How to locate and write grant proposals.									
College administrators	6	2	1	1	0	2	2	6	0
Division administrators	3	2	1	0	1	0	5	2	0
All administrators	9	4	2	1	1	2	7	8	0

APPENDIX II

SUMMARY OF RESPONSES

	Important for Other College Administrators:					Interested in Attending a Workshop:			
	All administrators	Division Administrators	President, Deans, Associate Deans	Not Important	Item Omitted	Strong Interest	Moderate Interest	No Interest	Item Omitted
16. Methods of remaining current with community college developments.									
College administrators	9	0	0	1	0	6	3	1	0
Division administrators	5	0	2	0	0	2	4	1	0
All administrators	14	0	2	1	0	8	7	2	0
17. Effectively implementing change.									
College administrators	9	0	1	0	0	7	2	1	0
Division administrators	6	0	1	0	0	4	1	2	0
All administrators	15	0	2	0	0	11	3	3	0
18. Identification and anticipation of community needs.									
College administrators	9	0	1	0	0	7	2	1	0
Division administrators	5	0	1	1	0	4	1	2	0
All administrators	14	0	2	1	0	11	3	3	0

APPENDIX II

SUMMARY OF RESPONSES

	Important for Other College Administrators:					Interested in Attending a Workshop:			
	All Administrators	Division Administrators	President, Deans, Associate Deans	Not Important	Item Omitted	Strong Interest	Moderate Interest	No Interest	Item Omitted
19. Clarification of the mission and goals of the college.									
College administrators	9	0	0	1	0	2	6	2	0
Division administrators	5	0	0	2	0	1	3	3	0
All administrators	14	0	0	3	0	3	9	5	0
20. Clarification of the mission and goals of administrative divisions.									
College administrators	6	3	0	1	0	2	4	4	0
Division administrators	4	0	1	1	1	2	2	3	0
All administrators	10	3	1	1	1	4	6	7	0
21. Leadership in curriculum development.									
College administrators	4	6	0	0	0	5	2	3	0
Division administrators	2	4	0	1	0	2	2	3	0
All administrators	6	10	0	1	0	7	4	6	0

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SUMMARY OF RESPONSES

	Important for Other College Administrators:					Interested in Attending a Workshop:			
	All Administrators	Division Administrators	President, Deans, Associate Deans	Not Important	Item Omitted	Strong Interest	Moderate Interest	No Interest	Item Omitted
22. Leadership in instructional development.									
College administrators	6	3	1	0	0	6	1	3	0
Division administrators	3	3	0	1	0	2	2	3	0
All administrators	9	6	1	1	0	8	3	6	0
23. Leadership in student services development.									
College administrators	2	1	5	2	0	3	2	5	0
Division administrators	2	0	3	1	1	0	1	6	0
All administrators	4	1	8	3	1	3	3	11	0
24. Developing a climate for motiviating staff.									
College administrators	9	0	0	1	0	8	1	1	0
Division administrators	7	0	0	0	0	4	3	0	0
All administrators	16	0	0	1	0	12	4	1	0

APPENDIX II

SUMMARY OF RESPONSES

	Important for Other College Administrators:					Interested in Attending a Workshop:			
	All Administrators	Division Administrators	President, Deans, Associate Deans	Not Important	Item Omitted	Strong Interest	Moderate Interest	No Interest	Item Omitted
25. How to deal with an administrator who does not follow through.									
College administrators	5	0	3	2	0	5	2	3	0
Division administrators	4	0	2	1	0	2	2	3	0
All administrators	9	0	5	3	0	7	4	6	0
26. Political strategies for working with local, state, and federal agencies.									
College administrators	1	0	8	1	0	1	5	4	0
Division administrators	2	1	4	0	0	1	2	4	0
All administrators	3	1	12	1	0	2	7	8	0
27. Developing creative abilities in self and others.									
College administrators	9	1	0	0	0	5	1	4	0
Division administrators	5	0	0	2	0	4	1	2	0
All administrators	14	1	0	2	0	9	2	6	0

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SUMMARY OF RESPONSES

	Important for Other College Administrators:					Interested in Attending a Workshop:			
	All Administrators	Division Administrators	President, Deans, Associate Deans	Not Important	Item Omitted	Strong Interest	Moderate Interest	No Interest	Item Omitted
28. Personnel interviewing and selection.									
College administrators	8	1	0	1	0	1	6	3	0
Division administrators	5	1	0	1	0	2	3	2	0
All administrators	13	2	0	2	0	3	9	5	0
29. Supervision of full-time faculty.									
College administrators	5	5	0	0	0	1	6	3	0
Division administrators	3	3	0	0	1	4	2	1	0
All administrators	8	8	0	0	1	5	8	4	0
30. Supervision of part-time faculty.									
College administrators	5	5	0	0	0	3	5	2	0
Division administrators	1	5	0	0	1	1	3	3	0
All administrators	6	10	0	0	1	4	8	5	0

APPENDIX II

SUMMARY OF RESPONSES

31. Supervision of non-faculty staff.

	Important for Other College Administrators: All Administrators	Division Administrators	President, Deans, Associate Deans	Not Important	Item Omitted	Interested in Attending a Workshop: Strong Interest	Moderate Interest	No Interest	Item Omitted
College administrators	8	1	1	0	0	0	7	3	0
Division administrators	1	3	0	2	1	2	3	2	0
All administrators	9	4	1	2	1	2	10	5	0

32. Establishment of a professional development program for teaching and non-teaching staff.

College administrators	8	0	2	0	0	5	4	1	0
Division administrators	1	0	4	1	1	0	5	2	0
All administrators	9	0	6	1	1	5	9	3	0

33. Development of potential administrative talent within the organization.

College administrators	6	0	4	0	0	5	3	2	0
Division administrators	3	1	2	1	0	3	1	3	0
All administrators	9	1	6	1	0	8	4	5	0

APPENDIX II

SUMMARY OF RESPONSES

	Important for Other College Administrators:					Interested in Attending a Workshop:			
	All Administrators	Division Administrators	President, Deans, Associate Deans	Not Important	Item Omitted	Strong Interest	Moderate Interest	No Interest	Item Omitted
34. More effectively communicating with staff.									
College administrators	10	0	0	0	0	6	3	1	0
Division administrators	5	0	1	0	1	2	3	2	0
All administrators	15	0	1	0	1	8	6	3	0
35. More effectively communicating with students.									
College administrators	7	2	0	1	0	2	3	4	1
Division administrators	4	1	0	1	1	2	3	2	0
All administrators	11	3	0	2	1	4	6	6	1
36. More effectively communicating with community members.									
College administrators	7	0	2	1	0	1	5	3	1
Division administrators	5	0	1	0	1	2	3	2	0
All administrators	12	0	3	1	1	3	8	5	1

APPENDIX II

SUMMARY OF RESPONSES

	Important for Other College Administrators:					Interested in Attending a Workshop:			
	All Administrators	Division Administrators	President, Deans, Associate Deans	Not Important	Item Omitted	Strong Interest	Moderate Interest	No Interest	Item Omitted
37. Methods of resolving conflicts between staff members, departments, or other conflicting individuals or groups.									
College Administrators	9	1	0	0	0	5	2	2	1
Division administrators	4	1	1	0	1	3	2	2	0
All administrators	13	2	1	0	1	8	4	4	1
38. How to give constructive criticism and meaningful feedback.									
College administrators	9	1	0	0	0	6	3	1	0
Division administrators	5	0	0	0	2	3	2	2	0
All administrators	14	1	0	0	2	9	5	3	0
39. Values clarification for self and awareness of differing values of others.									
College administrators	9	0	1	0	0	4	5	1	0
Division administrators	5	0	0	1	1	2	3	2	0
All administrators	14	0	1	1	1	6	8	3	0

APPENDIX II

SUMMARY OF RESPONSES

	Important for Other College Administrators:					Interested in Attending a Workshop:			
	All Administrators	Division Administrators	President, Deans, Associate Deans	Not Important	Item Omitted	Strong Interest	Moderate Interest	No Interest	Item Omitted
40. Facilitating meetings for greater effectiveness and brevity.									
College administrators	9	0	0	1	0	6	3	1	0
Division administrators	5	0	2	0	0	2	3	2	0
All administrators	14	0	2	1	0	8	6	3	0
41. Small group problem-solving methods.									
College administrators	8	0	1	1	0	3	2	5	0
Division administrators	4	0	0	1	2	0	4	3	0
All administrators	12	0	1	2	2	3	6	8	0

APPENDIX III

MANAGEMENT DEVELOPMENT ASSESSMENT INVENTORY ITEMS

DIVIDED INTO AREAS MEASURED

APPENDIX III

Management Development Assessment Inventory Items Divided Into Areas Measured

Management/Administration (16 items)

1. Familiarization with various management styles.
2. Alternative methods of decision making.
3. Budget development, administration, control and analysis.
4. Long range planning within administrative divisions.
6. Application of management by objectives.
7. How to more effectively involve the staff in decision making.
8. How to more effectively involve students in decision making.
9. How to more effectively involve the community in decision making.
11. Legal issues related to community colleges such as collective bargaining, affirmative action, employee termination.
13. Utilization of research and the computer in management.
14. The philosophy and purposes of the community college.
15. How to locate and write grant proposals.
16. Methods of remaining current with community college developments.
25. How to deal with an administrator who does not follow through.
40. Facilitating meetings for greater effectiveness and brevity.
41. Small group problem-solving methods.

Leadership (11 items)

5. Planning for alternative futures for the community college based upon possible economic and societal situations.
17. Effectively implementing change.
18. Identification and anticipation of community needs.
19. Clarification of the mission and goals of the college.
20. Clarification of the mission and goals of administrative divisions.
21. Leadership in curriculum development.
22. Leadership in instructional development.
23. Leadership in student services development.
24. Developing a climate for motivating staff.
26. Political strategies for working with local, state, and federal agencies.
27. Developing creative abilities in self and others.

APPENDIX III

Human Resources Management (6 items)

28. Personnel interviewing and selection.
29. Supervision of full-time faculty.
30. Supervision of part-time faculty.
31. Supervision of non-faculty staff.
32. Establishment of a professional development program for teaching and non-teaching staff.
33. Development of potential administrative talent within the organization.

Interpersonal Relationships (8 items)

10. Facilitating intra-group communication.
12. Advising staff members who are having personal problems.
34. More effectively communicating with staff.
35. More effectively communicating with students.
36. More effectively communicating with community members.
37. Methods of resolving conflicts between staff members, departments, or other conflicting individuals or groups.
38. How to give constructive criticism and meaningful feedback.
39. Values clarification for self and awareness of differing values of others.

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CLEARINGHOUSE FOR
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